

6720-22 Level 2 Technical Award in Designing and Planning the Built Environment

Qualification Report 2019

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Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

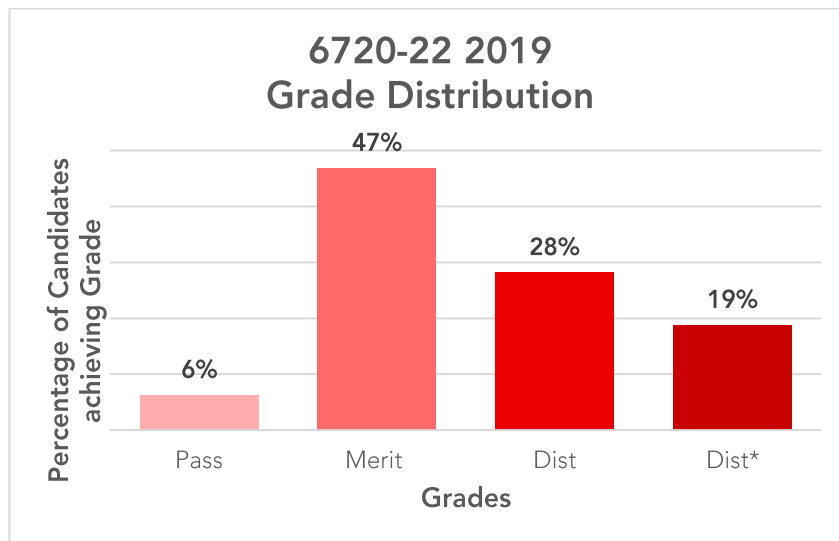
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6720-004/504 Level 2 Technical Award in Designing and Planning the Built Environment– Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 6720-003 Level 2 Technical Award in Designing and Planning the Built Environment – Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

Theory Exam

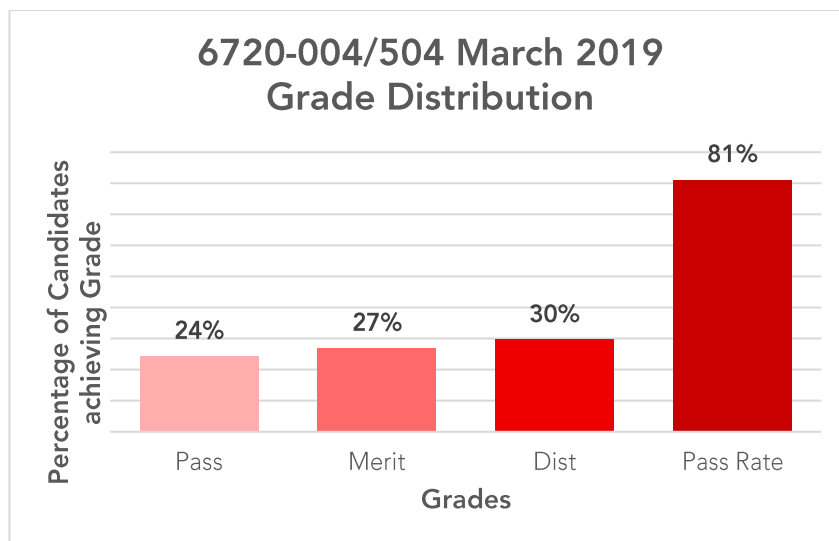
Grade Boundaries

Assessment: 6720-004/504
Series: March 2019

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

| | |
|------------------------------|-----------|
| Total marks available | 60 |
| Pass mark | 23 |
| Merit mark | 32 |
| Distinction mark | 42 |

The graph below shows the approximate distributions of grades and pass rate for this assessment:

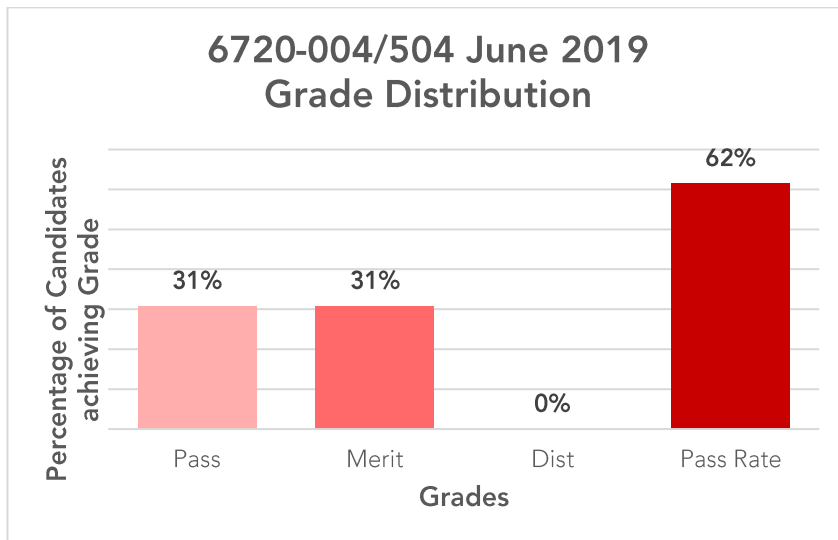


Assessment: 6720-004/504
Series: June 2019 (Summer)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

| | |
|------------------------------|-----------|
| Total marks available | 60 |
| Pass mark | 23 |
| Merit mark | 31 |
| Distinction mark | 40 |

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Chief Examiner Commentary

Level 2 Technical Award in Designing and Planning the Built Environment – Theory exam

Series 1 – March 2019

The paper covered the syllabus well and at the appropriate level. The assessment was well written, with clear and appropriate images, and captured the candidates' learning across the units with a fair range of marks being achieved across the cohort.

Candidates performed well on questions relating to planning considerations and less well on questions regarding the properties of materials and their defects. In this assessment, candidates appeared better prepared for the calculation question than in previous series. Most candidates were able to gain some marks for Q13, which related to the advantages of orthographic projections, which is encouraging in that it indicates that the subject has been covered as intended. The same is true of questions relating to sustainable communities in that most candidates were able to form some kind of response. This was an improvement on previous papers. In general, those candidates obtaining marks above the Distinction grade boundary provided acceptable answers to most questions and excellent answers to at least half.

The least well answered question related to the insulation provided to cavity walls in modern domestic properties. An understanding of cavity wall principles should have been enough to form an answer and centres are advised to consider not just what constitutes a cavity wall but also the benefits associated with a cavity wall, including prevention of penetrating damp, increased sound insulation and the possibility of improving the thermal insulation of the wall. Those candidates who received marks below the Pass grade boundary generally made no attempt to answer all the questions, or else provided answers that completely failed to match the mark scheme.

The extended response question was generally answered well in comparison to previous series and the question appeared to engage candidates, many achieving mid-range marks. Planning around the task was evident in many of the candidates' submissions. Responses typically showed good breadth of the factors considered, or good depth into two or three factors. There were limited responses showing adequate coverage of both, which is expected to differentiate between candidates. Typically, the candidates achieving higher marks were those showing that they had planned their answers to the question prior to writing. Some candidates had not fully utilised their planning.

Centres are commended for reflecting on feedback from previous series; to increase the focus on basic mathematical content and familiarity with processes and documentation used. Also, candidates generally showed their working in the calculation question. It appeared that centres had used test specifications and previous papers to fine-tune the delivery of their programmes and better equip candidates for all question types.

The issue of 'command verbs' continues to restrict the marks awarded to some candidates. For example, if a question asks the candidate to 'describe' something, then 'identification', even where correct, will generally not attract more than half of the available marks. In a similar fashion, questions that start with 'explain how' or 'explain why' require a more in-depth response from the candidate, as demonstrated by the fact that they are generally worth three, four or even five marks. Centres should ensure that the candidates are aware of the importance of the verbs used, and the number of marks available for a completely correct answer.

Centres are advised to include mock external tests in their delivery strategies and to continue to make good use of the assessment materials available on the website.

Some scripts submitted in hard copy form, and scanned in for marking, were difficult to read because of poor handwriting. In future series, when contemplating the use of handwritten

submissions, an emphasis should be placed on the 'readability' of the scripts. If not, the use of electronic submission (the Evolve system) would be preferred, in order to help those candidates who have significant difficulty in writing legibly.

Series 2 – June 2019

The paper performed well and was clearly consistent with the level, content and difficulty to the previous exam series. The language was at the appropriate level and all the questions were clear and transparent.

Candidate performance was varied against this assessment, though mid-range marks were achieved by approximately half of candidates. There here were many particularly low scores and 38 marks was the highest grade awarded.

Questions based on design considerations regarding community needs or sustainability were generally better answered than those based on material properties and structural forms. However, candidates did perform well on the question requiring a use of various construction materials.

Higher mark questions were not fully answered unfortunately. Where breadth of knowledge was demonstrated, this was rarely reinforced by the depth of knowledge required to achieve the top band marks. Candidates tended to answer one word or term recall questions better than those questions requiring more depth to the answer. However, candidates showed understanding of planning and design factors and generally applied these well. On industry procedures to be followed and the documentation that reinforces work in the sector, there was less understanding shown. This would be an area for lecturers and teachers to focus on in future revision sessions.

The extended response question generally showed limited structure. The majority of candidates did not plan their responses and it was also evident that past papers had not been used for revision. However, those candidates who did plan, by listing the topics they wanted to include prior to writing, achieved higher marks. It is recommended that lecturers and teachers use the revision material available on the City and Guilds website to familiarise the candidates with question styles, the significance of allocated marks in relation to expected responses and general exam technique for future series.

Synoptic Assignment

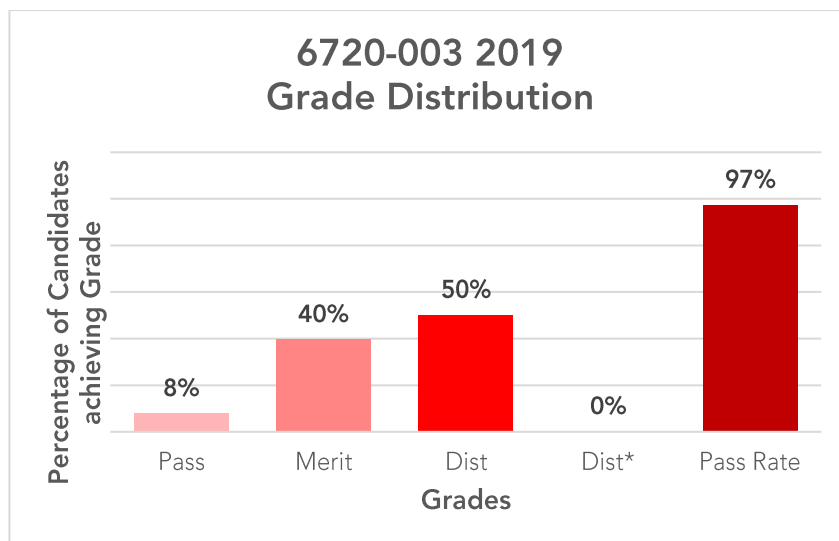
Grade Boundaries

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 6720-003
Series: 2019

| | |
|------------------------------|-----------|
| Total marks available | 60 |
| Pass mark | 23 |
| Merit mark | 31 |
| Distinction mark | 40 |

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Principal Moderator Commentary

This is a well-established qualification having been in the very first group of Technicals and the assignments used this year will be the fifth in a long series including the pilot phase. A standard style has evolved for the writing of the assignments and those used this year are comparable in style and depth of challenge to previous assignments, but with continually improving guidance and advice.

Generally, candidates showed good coverage of the interaction between design and planning and the iterative nature of the design and planning process.

The presentation tasks were done well and the elevation drawings were satisfactory but not very polished. Most were hand drawn rather than using CAD. Most candidates displayed understanding of the scientific properties of building materials and how the selection and use of different materials can contribute to sustainability.

However, modular type of construction knowledge was weak and indicated a lack of clear understanding. Candidates provided lots of information on all construction forms rather than specific information on modular versus steel. Some candidates failed to concentrate on the tasks set and took a much broader approach and therefore some work lacked depth.

Better candidates stood out in AO3 through their skills in using drawing conventions, symbols and design software.

AO1 Recall of knowledge

AO1 Recall of knowledge has improved and this was illustrated in the presentations on the new development and the reports on using different forms of construction. The use of terminology was also generally consistent and there were clear links to the scenario/assignment brief

AO2 Understanding

Generally, candidates provided satisfactory explanations of the principles that underpinned their knowledge and they displayed a grasp of the main concepts and themes across the industry. Candidates achieving higher marks showed a breadth and depth in their understanding.

AO3 Application of practical/technical skills

There are twelve marks available for AO3 at Level 2, and there are clear opportunities to display skills in manual drafting and CAD. This is not as well taught in centres now, possibly due to timetable pressures and some centres appeared not to be providing appropriate tools. As a result, the cohort's drawing skills were satisfactory, with some showing a good use of CAD, reflecting a competent grasp of drawing conventions including annotations and hatchings.

AO4 Bringing it all together

Many candidates were able to draw conclusions based on the evidence available and make connections between tasks and theory, although though some lacked depth of detail. Generally there was a good level of knowledge, skills and understanding that was linked holistically.

AO5 Attending to detail

Many candidates' work demonstrated a full range of checks throughout, including the floor plans and elevations. However, some were less meticulous and were not as thorough in their checking.

Best practice

It was clear from the evidence submitted that centres have interpreted the assignments appropriately and the majority of candidates have approached each task fully and followed the assignment briefs.

Centres are reminded that the information given within the assignment brief is designed largely to assess the candidates' ability to research, balance arguments, make decisions and specify actions to be taken.

There were no issues within the assignment that made it difficult for the candidates to complete or the moderators to moderate. Centres have risen to the challenge of marking holistically, and are improving on a year-by-year basis. CRFs and authenticity statements are rarely missing or incomplete and employer involvement issues are now well-understood. Also, there are far fewer examples of where a centre has been 'over-optimistic' in their assessment and moderators have found that centres are less likely to be assessing out of tolerance.

Centres are reminded that all evidence must be uploaded to the Moderation Portal in a format that can be accessed by all, for example Microsoft Word, Excel, PowerPoint or PDF. Any CAD drawings must be converted to PDF before being uploaded.